

# MEETING THE NEEDS OF ALL LEARNERS: PART 1

## Accommodation or Modification: Do You Know the Difference?

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# Today's Timeline

- ▣ Who's Here?
- ▣ What does IDEA and NH Law say about accommodations & modifications?
- ▣ Moving from less to more restrictive supports: a continuum of support
- ▣ How to determine when accommodations &/or modifications are needed
- ▣ Accommodations - definitions & types (including assessment)
- ▣ Modifications - definitions & types (including assessment)
- ▣ Accommodations or Modifications? - Some case study scenarios
- ▣ NHSEIS Dropdown
- ▣ A few words about Smarter Balanced Assessment Accommodations
- ▣ Wrap up of Part 1
- ▣ Break

# What does the Law Require?

- NH Rules: Ed 1109.01 Each IEP shall include (1) The elements listed in CFR 300.320
- CFR 300.320(4)(5)
- (4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child--
  - (i) To advance appropriately toward attaining the annual goals;
  - (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
  - (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;
- (5) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(4) of this section;

# What Does the Law Require?

- ▣ Ed.1109.03 (a) IEPs shall be in effect in accordance with 34 CFR 300.323
- ▣ 34 CFR 300.323(d)(2)(i-ii)
- ▣ Each teacher and provider described in paragraph (d)(1) of this section is informed of
  - ▣ (i) His or her specific responsibilities related to implementing the child's IEP; and
  - ▣ (ii) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

# What does the Law Require?

- ▣ § 300.42 Supplementary aids and services.  
*Supplementary aids and services* means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

# A Continuum of Support

↓ Informal supports & strategies available to all students

↓ RTI/Pre-referral recommended strategies

- \* Do not require a formal plan
- \* Do not need to be included in a formal plan
- \* Vary from district to district, school to school, sometimes classroom to classroom
- \* The more that is available to all students, the fewer the number of accommodations that will need to be included in the IEP
- \* Can contribute to the confusion re: what is and is not an accommodation

# A Continuum of Support

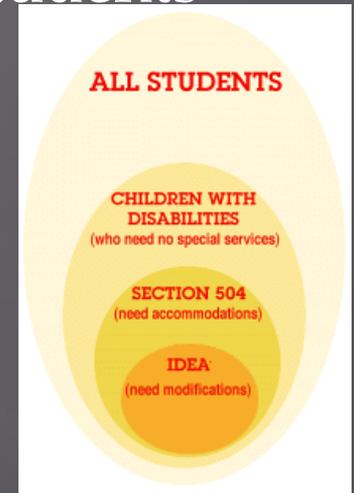
## Informal supports may include:

- seating where student learns best
- quick sensory breaks
- in-class tools to prevent fidgeting
- quiet area for studying & test-taking
- frequent eye contact from teacher
- repeating directions & writing them on board; cueing
- key points on board
- check in with teacher after class
- homework notebook/parent sign-off in homework notebook
- key points on board
- graphic organizer for note-taking
- using computer for writing assignments
- Read & Write Gold school license
- visual schedule
- PBIS/Social Thinking

# A Continuum of Support

↓ Informal supports & strategies available to all students  
(aka good teaching, aka UDL) →

↓ RTI/Pre-referral recommended strategies →



<http://education.jhu.edu/PD/newhorizons/Exceptional%20Learners/Law/hayes.htm>

↓ Formal Supports (through 504 & IEP) ↗

\*Need accommodations only (504) ↑

\*Need modifications & accommodations (IEP)

# When are accommodations & modifications needed?

- ▣ When informal teaching supports and “good teaching strategies” that are available to all are not enough to provide students on IEPs with access to the general curriculum.
- ▣ When students with disabilities need individualized accommodations or modifications in order to have access to and participate in the general education curriculum

# Purpose & Goal of Providing Accommodations & Modifications

- ❑ To help set up equity so the student would have opportunities to achieve specified goals
- ❑ To offer a temporary situation while the student is being taught specific strategies and skills with the goal of improving the student's ability
- ❑ To strive toward student being able to succeed without continual special assistance
- ❑ GOAL: To promote increasing independence  
Modifications & Accommodations → Accommodations → No special supports needed or reduced need for special supports
- ❑ Determination of need for & effectiveness of accommodations & modifications should be evaluated & reviewed at least annually
- ❑ IEP team's responsibility to make decisions regarding accommodations & modifications

# Accommodations are:

- ▣ Any changes in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed. (**NH Rules for the Education of Children with Disabilities [Ed 1102 Definitions]**)
- ▣ Supports that allow a student to complete the same assignments or tests as other students, but with a change in the presentation, response, setting, materials/equipment or timing/scheduling

# Accommodations do:

- ▣ Allow the student to demonstrate what he or she knows without fundamentally changing the skill being taught in class or measured in testing situations
- ▣ Provide Instructional or test adaptations
- ▣ Allow the student to demonstrate what he or she knows without fundamentally changing the target skill (core content) that's being taught or measured

# Accommodations do:

- ▣ Change the manner or setting in which information is presented or in which students respond
- ▣ Help a student overcome or work around a disability
- ▣ Level the playing field by changing “how” students work through the general education curriculum

# Accommodations do not:

- ▣ Lower learning expectations
- ▣ Lower performance expectations
- ▣ Change the complexity of the target skill being taught or measured
- ▣ Change target skill or testing construct
- ▣ Reduce learning or performance expectations

# Accommodations

- ▣ Need to be aligned or matched between classroom instruction, classroom testing and district and state testing
- ▣ Students who require accommodations will generally need them in school, at home, in the community and in postsecondary/work environments

# Presentation

- ▣ Emphasis is on varied teaching approaches (visual, auditory, tactile, multi-sensory)
- ▣ Instruction varies: whole group, small group, individualized
- ▣ Material is presented to the student in a fashion that is different from the traditional presentation
- ▣ Activities include recording lectures for replay, modeling/demonstration, use of manipulatives, hands-on, pre-teaching vocabulary, using organizers, providing visual cues

# Response

- ▣ Have student respond orally, record answers or use a word processor
- ▣ Solve or organize work using some type of material or device
- ▣ Use of assistive technology or scribe
- ▣ Develop a strategy so that student is prepared to respond orally when called on in class
- ▣ Pair student with other students

# Setting/Environment

- ▣ Completes task or test in a quiet room or in a small group with other students
- ▣ May leave class for assistance
- ▣ Sign language interpreter
- ▣ Minimize distractions
- ▣ Alter room arrangement, conditions of setting based on student needs
- ▣ Preferential seating
- ▣ Use a study carrel

# Materials & Equipment

- ▣ communication device
- ▣ Braille
- ▣ voice-activated software
- ▣ on-line reader
- ▣ colored folders
- ▣ colored overlays
- ▣ Keep extra supplies on hand
- ▣ Audiobooks
- ▣ Chapter summaries
- ▣ Provide post-its for students to mark important info in text
- ▣ Provide extra set of textbooks for student to access at home
- ▣ Alternate formats for texts (Braille, Read and Write Gold, Bookshare)
- ▣ Audiotaped lectures

# Timing/Pacing

- ▣ extended time
- ▣ frequent breaks
- ▣ given extra time to complete a project, assignment, test
- ▣ schedule review session prior to test
- ▣ test at time of day when learning is optimal
- ▣ handout worksheets one at a time
- ▣ Break long-term projects or assignments into components with mini-deadlines
- ▣ Plan for transitions
- ▣ Address organizational goals (increasingly independent use of agenda book, prioritizing assignments, getting to class on time with the right materials, etc)

# Testing

- ▣ Present test orally, in larger print or in Braille
- ▣ Administer tests in short sessions or in a different setting
- ▣ Teach students how to take tests (how to review, how to plan time for each section)
- ▣ Grade spelling separately from content
- ▣ Allow student to complete a project that addresses all assessment components as an alternative to a written test
- ▣ Provide a variety of testing formats
- ▣ Provide study guides prior to tests

# Reinforcement & Follow Through

- ▣ web-based review programs
- ▣ student planners
- ▣ checklists
- ▣ review cards
- ▣ review sessions

# Modifications are:

- ▣ Any changes in instruction or evaluation determined necessary by the IEP team that impact the rigor and validity or rigor or validity, of the subject matter being taught or assessed (**NH Rules for the Education of Children with Disabilities [Ed1102 Definitions]**)
- ▣ Adjustment to assignments or tests that change the standard or what the test or assignment is supposed to measure, for example, completing work on part of a standard or completing an alternate assignment that is more easily achievable than the standard assignment

# Modifications

- ▣ Change in what is being taught to or expected from the student
- ▣ Alter the field entirely and change “what” is learned thereby changing the content of the grade-specific curriculum
- ▣ Allow the student to demonstrate what he knows or can do, but also reduce the target in some way

# Modifications

- ▣ Lower the learning and/or performance expectations in some way
- ▣ Change the target skill
- ▣ Reduce learning expectations or affect the content in such a way that what is being taught or tested is fundamentally changed

# Modifications do:

- ▣ Lower learning expectations
- ▣ Lower performance expectations
- ▣ Change the complexity of the target skill being taught or measured
- ▣ Change target skill or testing construct
- ▣ Reduce learning or performance expectations

# Modifications: A Few Examples

- ▣ Reduction of homework or classwork that does not cover all concepts or standards that the rest of the class is responsible to learn
- ▣ Curriculum expectations below grade level
- ▣ Reduction of complexity of material
- ▣ Alternate assessments
- ▣ Completion of part of the program or some of the course requirements

# Why are accommodations and modifications confused?

- ▣ Teachers do not always know how to separate target skills from access skills
- ▣ Teachers need to identify target skills, then identify the skills students need to access them or respond to them (accommodations)
- ▣ Teachers need to maintain the target skill expectations but accommodate the student around the access skill

# What's the difference?

## Dangers of confusing accommodations & modifications

- 1) We confuse the two and make changes to the target skill, thereby making incorrect assumptions of what the student truly knows
- 2) We are more likely to reduce our expectations of students when we provide modifications
- 3) We limit students' opportunities to learn and may contribute to "learned helplessness" in future work environments when we reduce expectations around content

# Accommodations vs. Modifications

- ▣ Change how the content is taught, made accessible and/or assessed
- ▣ Do not change what the student is expected to master...objectives of the course/activity remain intact
- ▣ Access Skill
- ▣ Also change how the content is taught, made accessible and/or assessed
- ▣ Do change what the student is expected to master...course/activity objectives are modified to meet the needs of the learner
- ▣ Target Skill

# Examples

## A

- ▣ 1:1 or small group instruction
- ▣ extended time on assignments and/or assessments
- ▣ Braille or large print materials
- ▣ shortened assignments and/or assessments
- ▣ slant boards or study carrels
- ▣ oral administration of subject-area tasks that do not assess decoding/reading comprehension

## M

- ▣ Instruction that focuses on selected standards or components of standards instead of all standards or components of standards
- ▣ changes in scoring rubrics or grading scale
- ▣ reducing complexity of the activity (only one step as opposed to multiple steps to solve a problem)
- ▣ cueing or prompting student during grade-level activity

# Accommodations vs. Modifications

- Do not fundamentally alter or lower expectations or standards in instructional level, content or performance criteria
- Changes are made in order to provide equal access to learning and equal opportunity to demonstrate what is known
- Grading is the same
- Do fundamentally alter or lower expectations or standards in instructional level, content or performance criteria
- Changes are made to provide student meaningful & productive learning experiences based on individual needs & abilities
- Grading is different

# Before Modifying, Consider Accommodating

- ▣ Here are examples of students with modifications in their IEPs
- ▣ Now....

Can you determine one or more accommodations that may address the student's need while not changing the rigor and validity or rigor or validity, of the subject matter being taught or assessed?

# Case Study #1 - Susie

- ▣ Susie has an intellectual disability. She is placed in a self-contained class, but she has been participating in some general education classes. Susie's 4<sup>th</sup> grade general education teacher has required her to participate in spelling tests. Susie received a failing grade for the past 4 spelling tests. The teacher has decided to reduce the number of spelling words on Susie's list. She is only responsible for the single syllable words on the spelling list each week.

# Susie

- ▣ Focus on spelling lists with similar patterns
- ▣ Reduce number of words, but not word patterns being assessed
- ▣ Provide review activities that provide a meaningful context for spelling words

# Case Scenario 2: Bobby

- ▣ Bobby has a learning disability in reading. He is overwhelmed by long reading passages, because he cannot read on grade level. Bobby needs to learn about main idea and supporting details. The teacher provides Bobby a story on his reading level. Bobby only has to identify the main idea while the rest of the class must identify the main idea and supporting details.

# Bobby

- ▣ Have Bobby identify main idea and details within a paragraph while class uses the whole story
- ▣ Use graphic organizers to help Bobby organize main idea and supporting details
- ▣ Provide question cards

# Case Scenario 3: Patricia

- ▣ Patricia has a learning disability in mathematics. Her teacher has required her to complete the first 10 fast fact problems , but she does not have to reduce to simplest form. The rest of the class must complete the entire page of addition fractions and reduce to the simplest form, including challenging questions.

# Patricia

- ▣ Focus on the lesson objective before determining which questions Patricia should complete
- ▣ Assign odd problems so that student completes a sample of each type of problem
- ▣ Emphasize quality of responses vs. quantity to identify student mastery and reduce frustration

# Case Scenario 4: Jacob

- ▣ Jacob is a ninth grade student who receives special education services under the category of “Other Health Impairment”. When reading, Jacob continuously blinks and moves his head, skips lines, omits or transposes words, and loses his place often, even when using a place marker. He sits at the teacher’s computer so he can follow along during PowerPoint presentations

# Jacob

- ▣ Colored overlays, colored glasses
- ▣ Picture window template or marker to reduce text visible to the student
- ▣ Print less text on page
- ▣ Text reader which provides cursor to support reading

# Case Scenario 5: Steven

- ▣ Steven is an eleventh grade student who exhibits anger frequently. He talks back to teachers and often misses class, causing him to be behind in his work. Steven's favorite class (when he attends) is History class with Mr. Michaels.

# Steven

- ▣ Establish a mentorship time for the student to meet with Mr. Michaels each week (teacher helper 15 min/week)
- ▣ Reward attendance with time with Mr. Michaels
- ▣ Have a plan for student to help him appropriately deal with anger (step by step procedures for student: breathe, count)and share this plan with teachers

# Accommodations & Modifications in NHSEIS

- ▣ Are strategies, **NOT** special education services
- ▣ Should **NOT** be listed in the IEP as special education services for time student is included in the general education classroom (has been removed from the services drop down menu)
- ▣ Should be measured & evaluated regularly to determine effectiveness, student improvement
- ▣ Should be monitored and documented for effective implementation so that evidence can be produced for a parent, in a special education on- site or in a case of due process

# Accommodations & Modifications in NHSEIS

- ▣ Avoid the “laundry list” approach. Do not “load up” on accommodations during transition years in anticipation of what may be needed. Teams should identify only accommodations that are specific and essential to the individual student’s needs so that s/he can access the general curriculum.
- ▣ NHSEIS drop down menu includes **many strategies** that are available to all students and/or need to be done for all students. Do not include informal or “good teaching” strategies that are available to all students unless the number or intensity of the individual need is above and beyond what is available to all.

# Accommodations & Modifications in NHSEIS

- ▣ Examples from NHSEIS dropdown menu of good teaching/used with all students:
  - Encourage classroom participation
  - Allow natural consequences to occur for failure to turn in homework
  - Communicate with parents in order to share information concerning student progress
  - Emphasize success or progress rather than winning or “beating” other students
  - Maintain ongoing communication with building principal
  - Network with other staff
  - Make certain that other students do not allow the student to look at their work during tests and quizzes and while performing assignments

# Accommodations & Modifications in NHSEIS

- Apply universal precautions
- Encourage parent to provide student with a quiet, comfortable place and adequate time to do homework
- Make subject matter meaningful to the student
- Provide student with positive feedback that indicates the s/he is successful, competent, important, valuable, etc..
- Clearly define classroom expectations/limits
- Give student a list of rules and/or behavior expectations
- Maintain a positive and professional relationship with the student

# Accommodations & Modifications in NHSEIS

- ▣ Be aware that some items on the NHSEIS drop-down can be accommodations or modifications, depending on the context

For example,

- Give exams of reduced length
- Allow special projects in lieu of assignments
- Assign student shorter tasks and gradually increase the number over time as the student demonstrates success
- Provide reduced assignments
- Reduce the number of problems on a page
- Reduce written requirements

# Accommodations & Modifications in NHSEIS

- Before you list something under accommodation or modification, make sure that you ask the questions:

?? “Does this support & enhance learning (A) or change learning (M)?” ??

?? “Does this level (A) or change (M) the playing field?” ??

?? “Does it (M) or does it not (A) impact the rigor and validity or rigor or validity, of the subject matter being taught or assessed?” ??

?? “Is this an access skill (A) or a target skill (M)?” ??

?? “Is this a specific need for/available to this student (A) or is it needed by/available to all or most students?” ??

# Accommodation in Assessment

- ▣ IDEA requires that students with disabilities take part in state assessments
- ▣ IEP team has responsibility to decide how the student with a disability will participate, and then to document that decision in the child's IEP
- ▣ If IEP team decides that a particular test is not appropriate for the child, IEP must include:
  - An explanation of why that test is not suitable for the child, and
  - How the child will be assessed instead (alternate assessment (Dynamic Learning Maps here in NH))
- ▣ See “New Hampshire Alternate Assess Decision-Making Worksheet” handout

# IDEAs Exact Words: Assessment Accommodations

- ▣ 34 CFR 300.320(a)(6) states that the IEP must contain:
  - (6)(i) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessment consistent with CFR 612(a)(16) of the Act; and
  - (ii) If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why-
    - ▣ (A) the child cannot participate in the regular assessment; and
    - ▣ (B) The particular alternate assessment selected is appropriate for the child

# Assessment Accommodations

- ▣ Must have been used in classroom settings during classroom testing and during instruction
- ▣ A student should never be provided with an accommodations during state testing that they've never used in the classroom setting
- ▣ Not all instructional accommodations will be allowed on state assessments if they would affect the validity of the score

[www.nclld.org/students-disabilities/accommodations-education](http://www.nclld.org/students-disabilities/accommodations-education)

# Smarter Balanced

- ▣ Based on the conceptual model that all students should be held to the same expectations for instruction in Common Core State Standards and have universal accessibility features available to them.
- ▣ Recognizes that some students may have certain characteristics and access needs that require the use of accommodations and when they take the Smarter Balanced assessments.

# Smarter Balanced

- ▣ Universal Tools are available to all students based on student preference and selection
  - Embedded tools are available as part of the technology platforms
  - Non-embedded tools are provided locally outside of the computer test and can be made available to any student

[http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced\\_Guidelines.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf)

# Designated Supports

- ▣ Those features (embedded & non-embedded) for the SB assessments that are available for use by any student for whom the need has been indicated by an educator or team of educators with parent/guardian and student.
- ▣ These need to be identified prior to assessment administration & entered into the system (Individual Student Assessment Accessibility Profile aka ISAAP)

# Smarter Balanced Accommodations

- ▣ Changes in procedures or materials that increase equitable access during the SB assessments
- ▣ Generate valid assessment results for students who need them
- ▣ Allow students to show what they know and can do
- ▣ Need for embedded & non-embedded SB accommodations must be documented on an IEP or 504 plan

# Smarter Balanced Accommodations

- ▣ IEP & 504 teams make decisions about accommodations & provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan
- ▣ These must be typically available & accessed in the classroom and/or during class assessments

# Smarter Balanced

- ▣ Appendix A: Summary of Smarter Balanced Universal Tools, Designated Supports and Accommodations
- ▣ Appendix B: Research-based Lessons Learned about Universal Design, Accessibility Tools and Accommodations
- ▣ Appendix C: FAQ's

# Choosing, Using and Documenting Accommodations

- ▣ Expect students with disabilities to achieve grade-level academic content standards
- ▣ Examine student's learning strengths and challenges in light of each standard
- ▣ Ask the right questions:
  - What kinds of instructional strategies work best for this student? access to instruction and assessment?
  - What learning strategies will help the student overcome challenges
  - What accommodations will encourage independence?

# What accommodations will increase the student's access to instruction & assessment?

- What accommodations has the student tried in the past?
- What has worked the best and in what situations?
- What does the student prefer?
- Are there ways to improve the student's use of accommodations?
- Does the student still need accommodations?
- How can the student learn to request preferred accommodations?
- What are the challenges of providing the student's preferred accommodations, and how can these be overcome?
- Are there other accommodations that the student should try?
- Are there ways the student can use preferred accommodations outside of school?
- Are preferred accommodations allowed on state & district assessments?

# Considerations in the Selection of Accommodations

- ▣ Increased access to learning
- ▣ Promotion of student independence
- ▣ Use across environments and tasks
- ▣ Technological features (software, licensing, compatibility with other devices)
- ▣ Ease of use
- ▣ Amount of training required for student and teachers
- ▣ Cost, if any, to purchase and maintain

# Documenting Accommodations on IEP

- ▣ Review at least annually
- ▣ There should be a common thread between goals, services and accommodations
- ▣ Example
- ▣ By June, 2015, given reading assignments, Tom will decode print at grade level (gr.6) with at least 90% accuracy as measured by weekly progress monitoring prompts/assessments.(Present level is 40% at grade level)

# Documenting Accommodations on IEP

- ▣ Services for Tom: specialized and individualized reading instruction from a certified reading specialist for 30 minutes per day.
- ▣ Accommodation related to reading instruction:
- ▣ Tom will receive a “read aloud” accommodation, using a human reader, or computerized text reader in academic classes and on classroom tests and state/district tests. Tom will use this accommodation on all test items that do not test the skill of decoding words in print. Use of this accommodation will be discontinued when Tom reaches his IEP goal of decoding with 90% accuracy.

# Other ways of documenting accommodations

- ▣ Accommodations Journal kept by student and reviewed through regular consultation between special educator & classroom teachers.
- ▣ Teacher and student evaluation of accommodations input forms
- ▣ Implementation checklists

# Do's & Don'ts When Selecting Accommodations

## DO:

Make accommodation decisions based on individualized needs

Select accommodations that reduce the effect of the disability to access instruction & demonstrate learning

Be certain to document instructional and assessment accommodations on IEP

Be familiar with types of accommodations that can be used as instructional and assessment accommodations across many settings

Be specific about the when, where, who and how's of providing accommodations

Consider appropriate accommodations before deciding to modify

## DON'T:

Make accommodations decisions based on whatever is easiest to do (e.g. preferential seating)

Select accommodations unrelated to documented student learning needs or give student an unfair advantage

Use an accommodation that has not been documented on the IEP (for state/district assessments)

Assume that all instructional accommodations are appropriate for use on assessments

Simply indicate an accommodation will be provided "as appropriate" or "as necessary"

Confuse modifications with accommodations

# Preschool Resources for Accommodations and Modifications

- <http://marylandexcels.org/data/ck/sites/217/files/Quick%20and%20Easy.pdf>
- Quick and Easy Adaptations and
- Accommodations for Early Childhood Students
- Leisa M. Breitfelder
- *An Article*
- 
- 
- <http://www.brighthubeducation.com/special-ed-inclusion-strategies/85184-accommodations-for-preschoolers/>
- **Preschool Lessons and Accommodations for Special Needs**
- 
- 
- <http://www.center4atexcellence.com/documents/studentswithspecialneedsinthepreschoolclassroom1.pdf>
- Students with Special Needs in the
- Preschool Classroom
- Pat Satterfield
- [pat@center4ATexcellence.com](mailto:pat@center4ATexcellence.com)
- 
- [http://rbaeyc.org/resources/Inclusion\\_Article.pdf](http://rbaeyc.org/resources/Inclusion_Article.pdf)
- Play Modifications for Children with Disabilities by Susan Sandall, 2003

# Handouts

- Q & A re: implementation of IEP accommodations

Source: <http://www.ldonline.org/legalbriefs/c667/#10>

- Examples of Increasingly Independent Presentation Accommodations
- Choosing and Using Accommodations: IEP Team Considerations
- Teacher Evaluation of Classroom Accommodations - sample form
- Student Evaluation of Classroom Accommodations – sample form
- Form to remind teachers of student accommodations – sample form

Source:

[http://specialconnections.ku.edu/?q=instruction/instructional\\_accommodations/teacher\\_tools](http://specialconnections.ku.edu/?q=instruction/instructional_accommodations/teacher_tools)

- Resource: Fact Sheet: 2 Do's & Don'ts When Selecting Accommodations
- Accommodations Manual: The Five-step Process
- Resource: Teacher Tool 6: Accommodations Journal
- Modifications: Reduced Learning Expectations
- Shortened Spelling vs. Modified

Source:

<http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Accommodations%20Vision%202020%20PowerPoint.pdf>

- New Hampshire Alternate Assessment Decision-Making Worksheet, 2014-2015

Source:

[http://education.nh.gov/instruction//assessment/alt\\_assess/documents/participation\\_2014-15.pdf](http://education.nh.gov/instruction//assessment/alt_assess/documents/participation_2014-15.pdf)

- Conceptual Model Underlying the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines

Source:

[http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced\\_Guidelines.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf) “Smarter Balanced Assessment Consortium: Usability, Accessibility and Accommodation Guidelines.” 3/9/15.

- Questions for Parents to Ask about School Adaptations

Source:

[www.pacer.org](http://www.pacer.org), 2004.

# PART 1 WRAP-UP

Any questions????

# References

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- <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalArea%2C1%2C> "Building the Legacy: IDEA 2004."
- [http://www.ideapartnership.org/index.php?option=com\\_content&view=article&id=846&oseppage=1](http://www.ideapartnership.org/index.php?option=com_content&view=article&id=846&oseppage=1) "IDEA Regulations."
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